



Early Learning

ESSENTIALS



Emergency Preparedness Manual



TABLE OF CONTENTS

Purpose	2
Introduction	2
What constitutes an emergency?	3
In case of evacuation:	5
Training	5
Parents:	5
Preparing for an Emergency - Center Emergency Preparedness Procedures	6
Fire	6
Flooding	8
Earthquake	9
Severe Weather	11
Extreme Weather Policy on Outdoor play and Temperatures	12
Need to Shelter in Place Plan	13
Chemicals and Hazardous Materials	13
Emergency Lockdown Plan	14
Bomb Threat (Take all bomb threats seriously)	17
Missing Child (or) Abduction – Hostage Situation	17
Shooting – Violence – Terrorism	19
Procedures for Lost Child at Head Start	20
Death of a Child or Staff Member Procedure	20
Utility Failure	21
Bus Accident	21
Pandemic Emergency Preparedness Procedures	22
Emergency Incident Reporting (Flow Chart)	30
Secondary Evacuation Facilities	32
Emergency Disaster Back Pack (24-hour kit)	34

Purpose

The safety of children and staff is our number one priority. The intent of this plan is to assist Early Learning Essentials staff in responding to emergency situations, provide information that can be used with family members concerning emergency planning, and provide a basis for restoration of services. Each center's staff is responsible for the safety of children and will coordinate actions and/or requirements with community public safety officials, the Administrative Office, and families/guardians.

Introduction

Emergency preparedness is vital whether you live in an earthquake zone, flood plain, tornado area or where any other local or national emergency occurs. Having a preparedness strategy is important to ensure you are prepared, organized and trained to respond. Knowing what to do before, during and after an emergency is a critical part of being ready when precious seconds count.

Some basic protective actions are similar for many different hazards. Generally maintaining safety is the most important part of emergency preparedness. Whether this means sheltering or evacuating depends on the specific emergency. However, developing a full plan includes making plans for:

1. Safety, including evacuating or sheltering
2. Communication, including how you communicate with parents, emergency agencies and the Head Start Administrative Office
3. Training, so that in any emergency situation, you are able to switch into action so the decisions and the actions you take reduce the negative impact of the emergency and provide the most efficient and effective use of supplies and staff
4. Short-term and long-term planning involves taking care of the immediate responsibilities and then future actions

This manual will provide the information you need to know in different situations and is developed and customized for use in Early Learning Essentials centers in the event of local hazards or national emergencies. The

purpose is to help reduce the negative impact of disasters and other emergencies, saving lives and preventing injuries.

What constitutes an emergency?

Emergencies occur suddenly and can leave everyone feeling overwhelmed and powerless. Being prepared can avert some of these feelings by allowing you to better protect those involved. Through planning and training, our staff can be empowered to take appropriate actions during emergencies.

Monitoring local news and weather watches, as well as notification from the administrative personnel, or the Early Learning Essentials website may alert you to natural disasters or threats, including:

- Health emergencies
- Community violence
- Family violence
- Center-based chemical emergencies
- Natural disasters

Because these incidents tend to be sudden and localized, training staff to respond appropriately in these situations is necessary.

During an emergency, Head Start staff must act quickly and in a clear, organized manner to provide safety, shelter, water and food to children and any family members at the center. Therefore, this plan includes procedures to help determine:

1. The elements of the situation
2. The roles of the individuals involved
3. The tasks needing to be accomplished to reduce the effects of the incident

Head Start staff may be alerted to a community-wide emergency through the Emergency Alert System (NOAA radio for severe weather), Public Safety and Homeland Security Bureau ([HTTP://www.fcc.gov/pshs/services/eas/](http://www.fcc.gov/pshs/services/eas/)), local

radio and television broadcasts, the school messenger system and/or through the Early Learning Essentials website. In response to the alert, staff and children may be required to remain onsite or evacuate to another area. You need to be well-practiced and ready to execute the plan and procedures to be optimally efficient in an emergency.

Before the impact phase of a disaster, staff should decide what needs to be done in minutes, hours, or days following a disaster including:

1. Creating the safest possible environment in which to care for children
2. Activating communication systems
3. Providing mental health support
4. Helping families
5. Supporting staff

Immediately after the impact phase, in the case of a need to shelter in place, the following tasks are to be carried out:

1. Notify staff to secure the children in a designated safe zone, collect the classrooms Emergency Backpack
2. Notify immediate supervisor who will inform management personnel. Management personnel will follow steps listed on the Emergency Incident Reporting Flow Chart, page 18
3. Assigned staff will activate the internal communication system and post emergency information on the Early Learning Essentials website for staff and parents. The school messenger system, which sends out recorded calls to parents, will be activated addressing the emergency and information about the need to shelter in place and location. The calling system has the capability to quickly reach parents by phone, text and e-mail
4. Administration will notify any community partners that may be involved or have a need to know of the decision to shelter in place
5. Staff will offer support for children during this time
6. Staff and administration will work with first responders to determine the duration of the emergency
7. Administration and staff will maintain constant communication through cell phones or other available nearby phones

In case of evacuation:

1. Notification will be sent throughout the facilities that the children need to be evacuated
2. Staff will take children, Authorization for Emergency Medical Care folder, Sign In/Out Book and Emergency Backpack with supplies to the designated shelter
3. Staff will offer comfort and activities for the children to eliminate as much concern as possible
4. Staff and administrations will work with first responders to determine the duration of the emergency
5. Administration and staff will maintain constant communication through cell phones or other available nearby phones

Training**Staff:**

Emergency preparedness training will be an ongoing part of in-service. This training will prepare staff through careful planning and preparation to handle emergencies optimally:

1. Training for Emergency Preparedness will provide the information that all staff must know to participate in emergency evacuation procedures
2. Ongoing drills will take place to facilitate knowing what to do in case of emergencies
3. Practice drills will allow staff to be better prepared to respond during an emergency most efficiently

Parents:

It is essential that all parents know and have access to the emergency plan. It is also important that they are familiar with the procedures and know the importance of the process. Therefore, the following communication options to parents will be provided:

1. The emergency plan and procedures are posted on the Early Learning Essentials website located at www.eleutah.org under “For Parents”
2. Early Learning Essentials will provide training to the parents through the Family Advocate orientation meetings so that the parents understand the comprehensive plan
3. Parents, while volunteering in the classroom, will be invited to participate in simulated evacuation drills that are scheduled each month in their child’s classroom

Preparing for an Emergency - Center Emergency Preparedness Procedures

Classroom procedures are to be clearly understood and implemented consistently by all Early Learning Essentials staff members as described on each classroom Emergency Quick Guide.

1. Staff members must familiarize themselves with the emergency preparedness manual and be prepared to act and support each other in case of an emergency
2. Staff should review the emergency preparedness policies and procedures at the beginning of the school year in August and the middle of the school year in January
3. Management will review the emergency preparedness policies and procedures at least once each year and will make any updates securing approval of the Policy Council and Board of Directors, if needed. When there are updates or revised editions to safety procedures, they will be e-mailed out to all staff members
4. All staff members are responsible to review updated information and replace their outdated versions with the new and current information provided

Fire

The staff member discovering the fire will sound the center fire alarm and call 911.

1. When the fire alarm sounds, the nearest exit for evacuation will be used, referring to the evacuation map posted in the classroom
2. All staff must be prepared to use alternate evacuation routes if needed

When exiting the classroom, staff will follow these procedures:

1. Teachers will get children out of the building as quickly as possible
2. The first teacher will lead the children out of the building. Other available adults will line up all children quickly, instructing them to follow while counting the children as they are exiting the classroom
3. The second teacher collects the following:
 - i. Authorization for Emergency Medical Care folder
 - ii. Sign-In/Out Book
 - iii. Emergency Backpack
 - iv. A set of the classroom keys
4. The second teacher scans the classroom for any children, checks bathrooms, turns off lights and shuts all doors and windows, if safe to do so
5. Everyone must meet at the emergency evacuation or gathering point location, outside and away from the building (at least 50 feet). This point should be in an area that will not interfere with arriving emergency vehicles/personnel
6. Teachers will take roll immediately using the Sign-In/Out Book when at designated area, to account for all children and staff
7. The Center Manager or a non-teaching staff member will contact the immediate supervisor to inform them of the situation through cell phones or other available nearby phones
8. The supervisor will follow the Emergency Incident Reporting Flow Report chart located on page 18 to notify administration
9. Once the Fire Department says that it is safe to re-enter the building, the Center Manager or non-teaching staff member will signal all staff and children that it is OK to re-enter the building
10. If not safe to re-enter building, staff will relocate the children to the secondary evacuation facility closest to their center. Locations are listed on page 20

Flooding

Many areas in Utah are subject to floods. Flooding may be caused by heavy rain, dam breaks or the sewer system backing up. Except in the case of flash floods or dam breaks, the onset of most floods is a relatively slow process. Each center needs to examine its surrounding area to determine the threat of possible floods.

In advance, designate a high ground area to evacuate to in an emergency flooding situation.

Watch for flooding on highways, dips, low areas, and around bridges.

1. In the event of a life-threatening emergency such as flash flood, dam break, or other water disaster, children and staff will be evacuated to a secondary higher ground location – currently the Provo Towne Center Mall for children and staff located at the Provo Center. Transportation for the Provo Center will be provided by Head Start buses located at that Center. Backup transportation will be provided by UTA upon calling their TCC number at 801-287-3937 the day of the incident.
2. Staff will take the Emergency Backpack, NOAA weather radio, Sign-In/Out Book and Authorization for Emergency Medical Care folder with them.
3. Will contact the immediate supervisor to inform them of the situation through cell phones or other available nearby phones
4. Supervisor will follow the Emergency Incident Reporting Flow Chart on page 18 to notify administration
5. Once relocated, staff will listen on the NOAA weather radio for further information or all clear instructions
6. Teachers will take roll immediately using the Sign-In/Out Book when at designated area, to account for all children and staff
7. If unable to return to center, parents will be contacted and asked to pick up children

If there is a minor flood, staff will:

1. Assess damage and notify the immediate supervisor
2. Consult with the immediate supervisor about appropriate procedures
3. Consult with Facilities and Transportation manager.

Earthquake

Staff are to protect children and stay as safe as possible during an earthquake. Staff is to be aware that some earthquakes are actually foreshocks and a larger earthquake might occur. Earthquakes may strike without warning!

Staff should minimize movements to a few steps to a nearby safe place. If outdoors, it's safer to stay in place until the shaking has stopped and exiting is safe.

Indoors:

1. Once a teacher feels an earthquake has begun, they announce to the children "Drop, Cover and Hold" which means:
 - i. DROP to the ground
 - ii. Take COVER by getting under a table
 - iii. HOLD on until the shaking stops
 - iv. Put head down and cover head and face with arms and hands
2. If indoors, cover is taken under tables or the hallway. Staff and children stay away from walls and windows
3. NO ONE should run from indoors to outdoors
4. Children and adults should evacuate buildings only when it is safe to do so
5. Staff is to be aware – the electricity may go out or the sprinkler systems or fire alarms may turn on

Outdoors:

Staff and children:

1. Stay there
2. Move away from buildings, trees, walls, street lights and power lines. The greatest danger is from falling debris just outside of doorways and close to the outer walls
3. Stay in the open until the shaking stops
4. Crouch down and watch for potential dangers that may demand movement

On the Bus:

Bus Driver:

1. Stop as quickly as safety permits, staying away from power lines, overpasses, and buildings
2. Children remain on the bus and in their seats

Evacuation:

1. Outside safe area is away from the building, electricity, streetlights and utility wires
2. Once the shaking has stopped, staff will follow the classroom posted emergency evacuation map and follow the Fire Evacuation Instructions to evacuate the children, including collecting the Authorization for Emergency Medical Care folder, Sign-In/Out Book, and the Emergency Backpack. Staff will count the children when exiting the classroom and again once they are at the designated safe place
3. After the earthquake, the Center Manager or a non-teaching staff member will contact the immediate supervisor to inform them of the situation to report the center's status through cell phones or other available nearby phones
4. No one re-enters the building until maintenance staff or building inspector comes to the building and performs an inspection to determine if the building is safe to re-enter
5. If not safe to re-enter the staff will relocate the children to the secondary evacuation facility closest to their center listed on page 20

Potential Hazards to watch for:

1. Windows – non-tempered glass will shatter and cut whatever it hits
2. Lighting fixtures – fixtures may fall and break
3. Ceilings – ceilings may come down, glued tiles or ducts may fall
4. Furnishings and miscellaneous items – file cabinets or free-standing furniture may fall
5. Gas appliances, water heaters – all of these may pull away from the wall and create a gas hazard
6. Gas lines – gas lines may rupture
7. Wall mounted and hanging objects – clocks, fire extinguishers, etc. may pull free and fall

If trapped under debris; staff follows these instructions:

1. Do not light a match
2. Do not move about or kick up dust
3. Cover your mouth with clothing
4. Tap on a pipe or wall so rescuers can locate you. Shout only as a last resort.

Shouting can cause you to inhale dangerous amounts of dust

Severe Weather

Severe weather exists in which conditions are right for a tornado, severe snow storm, thunder and lightning, heavy rains, strong winds, pellets of ice or large hail. Classroom staff know their designated shelter areas.

Signs of a possible tornado include severe thunderstorms, heavy rains, strong winds, pellets of ice, dark skies, roaring noise and a dark spinning column forming from the sky to the ground.

During a severe storm, staff follow these procedures:

1. Close all windows and blinds and get to the center of the room or hallway as quickly as possible
2. Stay in the center of the room until the danger has passed. (Staying away from the windows, doors, outside walls and corners of the room)
3. If outside, gather children and return indoors as quickly as possible
4. Collect Emergency Backpack with a flash light ready for usage
5. Collect Authorization for Emergency Medical Care folder and Sign-In/Out Book
6. When children are assembled in designated shelter areas if danger is imminent, they are instructed to respond to a specific command such as "Drop, Cover and Hold"
7. Listen on the NOAA weather radio for further information or all clear instructions

If there is a warning of severe weather the night before, the Education and Child Development Service Director will consult with the Executive Director and the Facilities and Transportation Manager to evaluate the weather condition and make a decision whether to cancel school and centers the next day.

If a storm appears suddenly during the day or during bus pick up, the Education and Child Development Service Director will consult with the Executive Director and the Facilities and Transportation Manager to evaluate the weather condition and make a decision whether to close the center for the day.

1. Administrative personnel will contact the Center Manager or center liaison to inform center staff of the closure decision
2. Management personnel will follow steps listed on the Emergency Incident Reporting Flow Chart on page 18
3. Assigned staff activates the internal communication system and posts emergency information on the Early Learning Essentials website. The school messenger system will be activated describing the emergency and what actions are to be taken by the parents. The calling system has the capability to quickly reach parents by phone, text and e-mail
4. The Administration will notify community partners which may have a need to know of the decision to close
5. Staff will stay in the classroom until the last child is picked up. All children and staff at this time will return to their homes

Extreme Weather Policy on Outdoor play and Temperatures

It is recommended that under extreme conditions, such as the ones listed below, children should not be outside longer than 5-10 minutes. Classroom staff will monitor the time.

1. 30° is chilly and generally uncomfortable: shorten outdoor times, properly dressed
2. 15° to 30° is cold: should not go outdoors for more that 5-10 minutes, properly dressed
3. 0° to 15° is very cold: should not have outdoor time
4. -29°- 0° is bitter cold: significant risk of frostbite, NO outdoor time
5. There is always to be a source of drinking water on the playground or walking field trips when temperatures are 75 degrees or above
6. Poor air quality (FHNS Administrative Assistant will e-mail a report to classrooms if the air quality warrants the children to stay indoors)

Need to Shelter in Place Plan

Definition – “Need to Shelter in place” is the use of any classroom or office for the purpose of providing temporary shelter from a hazardous material release or other dangerous situations.

A decision must be made to shelter in place or to evacuate during a hazardous material release or other dangerous situations. Center personnel will receive this information from Hazmat Authorities, Police, School District authorities, or from the Fire Department. Follow their instructions.

Steps listed on pages 3 and 4 in this Emergency Preparedness Manual are followed under these circumstances.

Chemicals and Hazardous Materials

Causes of Hazardous Material release:

- Chemical plant accident
- Chemical train derailment
- Chemical truck overturning
- Nuclear power plant incident
- Outside gas leak
- Pipeline rupture

Procedures:

1. All students are moved inside
2. All children and staff are accounted for
3. All windows and doors are closed and locked
4. Room heating, cooling or ventilation systems are turned off
5. DUCT TAPE from your Emergency Backpack is used to seal all windows, doors and air vents
6. Electrical equipment or switches are not to be operated
7. The Emergency Incident Reporting Flow Chart is followed
8. Children and staff are observed for signs of adverse reactions or illness
9. Staff regularly checks their e-mail. Listen on the NOAA weather radio for updates and additional direction

10. If evacuation is necessary, the steps listed on pages 3 and 4 in this Emergency Preparedness are followed moving to a safe zone or to a secondary evacuation facility listed on page 20
11. No one is to leave the center or shelter until the “All Clear” has been given by the teacher or other authorized personnel
12. The departure of each child is tracked to ensure all have been picked up
13. If children are to remain at the center for an extended length of time, staff will use the emergency food, water, blankets and other necessary articles to care for the children

Emergency Lockdown Plan

A Lockdown is called for when there is criminal activity in the school’s centers or vicinity and center staff have received instructions from the police department, local school district authorities, or Head Start authorities to proceed with a lockdown.

The course of action is to immediately lock down the center, allowing no movement in or out, and minimal movement inside, in order to provide maximum protection to the children and staff while taking precautionary or protective measures. If possible, usher the kids into a windowless office or bathroom or other protected area.

Steps listed on pages 3 and 4 in this Emergency Preparedness Manual are followed.

Reasons for lockdown:

- Identified criminal activity outside the center building (or near the school grounds)
- A need to protect the children from danger in the general vicinity of the center
- If there is a threat of violence or gunfire identified outside the building and evacuation would be dangerous
- If there is a threat inside the center that could pose a dangerous situation, such as a gun in the building

Procedures:

1. The following is announced to all school personnel, “We have a lockdown situation” through the phone system

2. All staff are directed to lock all doors, windows, pull down and close blinds and turn off all lights
3. Staff have children take protective cover away from doors and windows. Shielded children are behind walls and tables or in a closet, bathroom, or office close to the classroom and ensure the door is secured
4. Staff should immediately collect their walkie talkie and communicate with the other classes on site to ensure all safety procedures are in place.
5. When practicing Lockdown safety drills, all classrooms (on site) need to decide **what channel walkie talkies are set to during a lockdown. This needs to be decided upon beforehand and will vary by center, depending on available local channels.** If there is a lockdown, all walkies talkies are then set to this channel so that staff can communicate.
6. The children are to maintain quiet and calm
7. Children are asked to go into a “Drop, Cover, and Hold” position
8. If children are outside, they are directed to go inside
9. Staff take roll to identify any missing children
10. The doors are only opened to a police officer and staff follow their instructions
11. If told by emergency responders to evacuate, staff follow the Fire Evacuation Instructions
12. Staff stay on lockdown until told by an authority to unlock the premises
13. Staff regularly check e-mail or phones for updates and additional direction

Teacher's Roles:

After assessing and securing the situation, which may involve calling 911 immediately if children are in imminent danger, teachers will alert the Center Manager or center liaison to the emergency situation.

Center Manager or designated non-teaching staff member's Role:

1. Assess and secure the emergency situation, which may involve calling 911 if children or adults are in imminent danger
2. Instruct staff to follow established protocols in Emergency Preparedness Manual
3. Contact the immediate supervisor
4. Assign others to help in these tasks as needed

Management's Role:

1. Determine if course of action taken at the center level is appropriate for the situation
2. Revise course of action, if necessary, and mobilize administration staff if appropriate
3. Draft parent notification script to be activated on school messenger and post on website
4. Inform staff how situation is being handled
5. Executive Director will respond to any media requests if situation rises to that level
6. Inform Governing Body and Regional Office, if necessary

Administrative Assistant's Role:

1. Have a list of trained staff members who should be contacted to activate the school messenger calling system and send out emergency information to all parents and guardians as needed. The calling system has the capability to quickly reach parents by phone, text and e-mail
2. Inform the Executive Director or their designee, to post emergency information on the agency website that matches that which will be sent out via school messenger

Role of Staff Activating School Messenger and Website Alert:

1. Secure script from management to inform parents and guardians through the school messenger system and website including any details needed, such as meeting places and other pertinent information
2. Obtain management approval before launching notification

Family Advocate's Roles:

1. Follow Center Manager's and/or teacher's direction and offer support in accomplishing all of the procedures indicated above
2. Offer assistance and support to staff, children, and families
3. Encourage parents to inform their Family Advocate of changes to their contact information in order to have the most current information available in case of an emergency

4. Keep contact information current in Child Plus on all families to ensure the most accurate and up to date information is available
5. Educate parents about the emergency procedures (i.e. web site access, school messenger, and the importance of keeping the agency informed about changes in regard to their contact information)

Bomb Threat (Take all bomb threats seriously)

1. If a bomb threat comes via telephone keep caller on the phone and signal to someone near you to call 911. Remain calm, use the “Emergency Flip Chart” to signal what is going on
2. Write everything down that they say
3. Evacuate the building following the Fire Evacuation Instructions page 7, except move further away from the designated gathering area
4. Follow the police or bomb squad instructions
5. The Center Manager or a designated non-teaching staff member will follow steps listed on page 3 and 4 in this Emergency Preparedness Manual
6. Do not touch any objects deemed to be suspicious, and do not allow children to go near anything suspicious
7. Do not re-enter the building until authorities give this instruction
8. If re-entering building is not possible move children to secondary evacuation facility listed on page 20

Missing Child (or) Abduction – Hostage Situation

The classroom team is the front line of defense in child safety and abduction prevention.

The hostage section is geared toward an incident involving an armed intruder who takes or attempts to take hostages or makes demands.

Call 911 immediately and the Center Manager or a designated non-teaching staff member will contact immediate supervisor to inform of situation. Supervisor will follow the Emergency Incident Reporting Flow Chart on page 18.

1. If a hostage situation takes place, lockdown procedures should be initiated immediately. This will give the children and staff maximum

security behind locked doors and avoid children accidentally walking into a dangerous situation

2. Teachers will keep calm and reassure children – safety of the children is the first and greatest priority and it is vital to avoid adding further stress to the situation
 3. Have children stay in the classroom and remain calm, sitting at the tables if possible
 4. Be calm and courteous when communicating with the intruder – comply with the demands within reason – stall for time if possible
 5. The first 15-30 minutes are especially critical when stress is high and intruders are prone to violence. Reassure the children and encourage them to remain calm
- Prevention:
1. All staff should be alert to any unusual behavior they encounter from individuals,
 2. Classrooms are secured by locking doors, doorbell alert systems, and peep holes
 3. Head Start classrooms are to be locked at all times, using the peep-holed intercom system to confirm who is at the door
 4. Children will be signed in/out by parents and/or a designated care giver:
 - a. The Head Start Authorization for Emergency Medical Care lists individuals who are authorized to pick up the child. Authorized individuals will provide the security question prior to the release of the child. The security question answers are located in Child Plus – Application section – Security Question tab.
 - b. Identification (Driver's License) is required for individuals on the pick-up list, if the staff do not recognize the person
 - c. No unauthorized person is allowed to pick up a child

During Curriculum Extender Field Trips:

1. Staff will count children frequently while on curriculum extender field trips and a designated staff member will do a sweep of the area to ensure no child is left behind
 - a. Children should wear an identifying shirt and/or tag with the Head Start Program's name, address and phone number listed (these tags should be made prior to the field trip)
 - b. No name tags should ever be worn by the children that reveal their name

2. Children will never be left alone or unattended at any time
3. An appropriate number of adults (one for every three to five children) must accompany the children
4. Attendance is taken each time children move from one location to another

Shooting - Violence - Terrorism

Shooting, violence or terrorism are situations where there is an incident involving an attack from armed intruders at the center who threaten the safety of children and staff. Center personnel should always be on the alert for unfamiliar people on school property.

CALL 911, then Center Manager and/ or the center liaison will contact immediate supervisor to inform them of the situation. Supervisor will follow Emergency Incident Reporting Flow Chart on page 18.

1. Announce Lockdown Procedures or evacuate the building, depending on the situation
2. Gather children and try to create a barricade with tables or furniture. Take protective cover however possible. If possible, usher the kids into a windowless office or bathroom or other protected area.
3. If a SWAT team is called in, lay on the floor. The SWAT or police may use a grenade called a "flash bang". This produces a loud bang and a flash of light that will disorient people in the room. It is very important that children and staff drop to the floor and lay flat, face down with their hands on their heads (ears). This will protect everyone as well as give the police/SWAT the benefit of seeing empty hands
4. Remain on the floor until told otherwise
5. If school is evacuated, the Center Manager or the Center liaison is to follow the procedures listed on page 3 and 4 in this Emergency Preparedness Manual
6. The Center Manager or a designated non-teaching staff member will meet the police and give information or location of violence
7. The Center Manger or a designated non-teaching staff member will be assigned to the location where the parents have been instructed to pick up their children
8. Track the departure of each child to ensure all have been picked up

Procedures for Lost Child at Head Start

If a child is lost, a quick search of all rooms, cupboards and all areas in the facility (indoors and outdoors) will take place.

1. While the initial search is made, a staff member will make inquiries of all adults at the facility to establish the last sighting and time, clothes that the child was wearing, and the mental state of the child (happy, upset etc.)
2. A staff member will call their immediate supervisor to report the missing child
3. The Education Child Development Service Director will telephone the parent and report the situation
4. The Education Child Development Service Director will inform the Executive Director
5. Staff should follow the instruction of their supervisor
6. Telephone lines should remain as free as possible so that messages are not delayed
7. Classroom activities for the remaining children will continue as normal
8. Staff not involved in the search will continue with the regular schedule so as not to disrupt the other children

Death of a Child or Staff Member Procedure

1. Call 911 immediately, notify immediate supervisor, who will then notify the Executive Director
2. A designated staff member shall remove all personnel or children from immediate area, to an area that is far removed from the scene of the tragedy
3. The Executive Director will call the Police Department and receive instructions on when and who will notify the family.
4. No one will remove, or in any way interfere with the victim or the scene
5. The Disabilities and Mental Health Manager will make arrangements to assist children, families, and staff in coping skills.
6. Family of the child or staff may be involved in a Mental Health Assessment process
7. Any public release of information will be handled by the Executive Director

Procedure for Potentially Violent Situation at Admin Office

If a situation arises involving a parent, worker, or volunteer (visitor) that escalates into a possible violent situation

1. Assess the situation quickly. Being calm and talking in a non-threatening manner, ask the visitor to leave the area or the building
2. If they refuse and situation continues to escalate, use the phone's paging system to alert other staff members for help by selecting "paging" and then by selecting "Central Office" and saying "Code Red" followed by the location of the incident. For example, "Code Red – Staff Room."
3. With the help of arriving staff members, using calm and non-threatening conversation and body language, ask the visitor to go to the lobby or to leave the building.
4. If situation continues to escalate and visitor refuses to leave, a staff member will call 911

Utility Failure

1. If you smell gas, vacate the building, following the Fire Evacuation Instructions page 7
2. Notify the maintenance personnel or call Facilities Transportation Manager
3. If it is a water or electricity outage, call your supervisor and Facilities Transportation Manager
4. Follow instructions from Facilities Transportation Manager, maintenance personnel or your supervisor
5. Facilities Transportation Manager will notify the Executive Director

Bus Accident

1. Maneuver the bus to safety if possible
2. First call 911, then call the Facilities Transportation Manager, and lastly call your supervisor
3. Supervisor follows the Emergency Incident Reporting Flow Chart on page 19
4. Check children and adult passengers for injuries and start administering first aid if needed
5. Assign an adult to place emergency signals out to prevent further problems

6. Keep the children on the bus unless there is imminent danger in doing so
7. If they need to evacuate the bus, determine an area of safety and proceed, removing several children at a time by holding their hands
8. Keep at least one staff member with the removed children
9. Follow the instructions from the police and the supervisors
10. Center staff are to follow the procedures listed on page 3 and 4 in this Emergency Preparedness Manual

Pandemic Emergency Preparedness Procedures

- These procedures are based on the Covid-19 pandemic. Some general principles, such as hygiene and sanitizing will be aspects of any pandemic response plan, but specific procedures and recommendations may vary with the differences of viruses and diseases. As such, close attention needs to be paid to the recommendations of the CDC and the health department with each such event.
- Schools and Head Start facilities, working together with local health departments, have an important role in slowing the spread of diseases and protecting vulnerable students and staff, to help ensure students have safe and healthy learning environments.
- All decisions about implementing school-based strategies (e.g., dismissals, event cancellations, other social distancing measures) should be made locally, in collaboration with state and local health officials and the guidance of the CDC, who can help determine the level of transmission in the community. These decisions will be announced by the leadership team.

If Your Center Remains Open:

Programs that remain open during a pandemic should address these additional considerations:

- Implement social distancing strategies
- Intensify cleaning and disinfection efforts
- Modify drop off and pick up procedures
- Continue, and pay special attention to screening procedures up arrival
- Maintain an adequate ratio of staff to children to ensure safety.
- When feasible, staff members and older children should wear face coverings within the facility. Cloth face coverings should NOT be put on babies and children under age two because of the danger of suffocation.
- Under the direction of Leadership, all facilities should continue to adhere to their state and local licensing policies unless otherwise notified by their local health department. Guidance may also be provided by the

department of education and/or health department in your state, city, or locality, or the CDC, and adjustments may be made by Leadership.

Social Distancing Strategies

Work with your local health officials to determine a set of strategies appropriate for your community's situation. Continue using preparedness strategies and consider the following social distancing strategies:

- Cancel or postpone special events such as curriculum extenders, field trips, festivals, holiday events, and special performances.
- Consider whether to alter or halt daily group activities that may promote transmission.
 - Keep each group of children in a separate room.
 - Limit the mixing of children, such as staggering playground times and keeping groups separate for special activities such as art, music, and exercising.
 - If possible, at nap time, ensure that children's naptime mats (or cribs) are spaced out as much as possible, ideally 6 feet apart. Consider placing children head to toe in order to further reduce the potential for viral spread.
 - Restrict nonessential visitors, volunteers, and activities involving other groups at the same time.
 - Limit sharing as much as possible.
- If possible, arrange for administrative staff to telework from their homes.

Parent Drop-Off and Pick-Up

- Hand hygiene stations should be set up at the entrance of the facility, so that children can clean their hands before they enter. Keep hand sanitizer out of children's reach. Children are only to use the handwashing sinks, not hand sanitizer. If possible, place sign-in stations outside, and provide sanitary wipes for cleaning pens between each use.
- Consider staggering arrival and drop off times and plan to limit direct contact with parents as much as possible.
 - Have child care providers greet children outside as they arrive.
 - Designate a parent to be the drop off/pick up volunteer to walk all children to their classroom, and at the end of the day, walk all children back to their cars.
 - Infants could be transported in their car seats. Store car seat out of children's reach.

Screen Children Upon Arrival

Persons who have a fever of 100.40 (38.00C) or above or other signs of illness should not be admitted to the facility. Encourage parents to be on the alert for signs of illness in their children and to keep them home when they are sick.

There are several methods that facilities can use to protect their workers while conducting temperature screenings. The most protective methods incorporate social distancing (maintaining a distance of 6 feet from others) or physical barriers to eliminate or minimize exposures due to close contact to a child who has symptoms during screening.

Examples of Screening Methods (2 options below)

Reliance on Barrier/Partition Controls (option 1)

- Stand behind a physical barrier, such as a glass or plastic window or partition that can serve to protect the staff member's face and mucous membranes from respiratory droplets that may be produced if the child being screened sneezes, coughs, or talks.
- Make a visual inspection of the child for signs of illness, which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness.
- Conduct temperature screening (follow steps below)
 - Perform hand hygiene
 - Wash your hands with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60% alcohol.
- Put on disposable gloves.
- Check the child's temperature, reaching around the partition or through the window.
- Make sure your face stays behind the barrier at all times during the screening.
- If performing a temperature check on multiple individuals, ensure that you use a clean pair of gloves for each child and that the thermometer has been thoroughly cleaned in between each check.
- If you use disposable or non-contact (temporal) thermometers and you did not have physical contact with the child, you do not need to change gloves before the next check.
- If you use non-contact thermometers, clean them with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each client. You can reuse the same wipe as long as it remains wet.

Reliance on Personal Protective Equipment (option 2)

If social distancing or barrier/partition controls cannot be implemented during screening, personal protective equipment (PPE) can be used when within 6 feet of a child. However, reliance on PPE alone is a less effective control and more difficult to implement, given PPE shortages and training requirements.

- Upon arrival, wash your hands and put on a facemask, eye protection (goggles or disposable face shield that fully covers the front and sides of

the face), and a single pair of disposable gloves. A gown could be considered if extensive contact with a child is anticipated.

- Make a visual inspection of the child for signs of illness, which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness, and confirm that the child is not experiencing coughing or shortness of breath.
- Take the child's temperature.
 - If performing a temperature check on multiple individuals, ensure that you use a clean pair of gloves for each child and that the thermometer has been thoroughly cleaned in between each check.
 - If you use disposable or non-contact (temporal) thermometers and did not have physical contact with an individual, you do not need to change gloves before the next check.
 - If you use non-contact thermometers, clean them with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each client. You can reuse the same wipe as long as it remains wet.
- After each screening, remove and discard PPE, and wash hands.
- Use an alcohol-based hand sanitizer that contains at least 60% alcohol or wash hands with soap and water for at least 20 seconds.
- If hands are visibly soiled, soap and water should be used before using alcohol-based hand sanitizer.
- If your staff does not have experience in using PPE:
 - Check to see if your facility has guidance on how to don and doff PPE. The procedure to don and doff should be tailored to the specific type of PPE that you have available at your facility.
 - If your facility does not have specific guidance, the CDC has recommended sequences for donning and doffing PPE

Clean and Disinfect

Cleaning For Our Children (CFOC) provides national standards for cleaning, sanitizing and disinfection of educational facilities for children. Toys that can be put in the mouth should be cleaned and sanitized (see below). Other hard surfaces, including diaper changing stations, door knobs, and floors can be disinfected.

Intensify cleaning and disinfection efforts:

- Facilities should develop a schedule for cleaning and disinfecting.
- Routinely clean, sanitize, and disinfect surfaces and objects that are frequently touched, especially toys and games. This may also include cleaning objects/surfaces not ordinarily cleaned daily such as doorknobs, light switches, classroom sink handles, countertops, nap pads, toilet training potties, desks, chairs, cubbies, and playground structures. Use the

cleaners typically used at your facility. Guidance is available for the selection of appropriate sanitizers or disinfectants

- for child care settings.
- Use all cleaning products according to the directions on the label. For disinfection, most common EPA-registered, fragrance-free household disinfectants should be effective.
- If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection. Follow the manufacturer's instructions for concentration, application method, and contact time for all cleaning and disinfection products.
- If possible, provide EPA-registered disposable wipes to child care providers and other staff members so that commonly used surfaces such as keyboards, desks, and remote controls can be wiped down before use. If wipes are not available, please refer to CDC's guidance on disinfection for community settings.
- All cleaning materials should be kept secure and out of reach of children.
- Cleaning products should not be used near children, and staff should ensure that there is adequate ventilation when using these products to prevent children from inhaling toxic fumes.

Clean and Sanitize Toys

- Toys that cannot be cleaned and sanitized should not be used.
- Toys that children have placed in their mouths or that are otherwise contaminated by body secretions or excretions should be set aside until they are cleaned by hand by a person wearing gloves. Clean with water and detergent, rinse, sanitize with an EPA-registered disinfectant, rinse again, and air-dry. You may also clean in a mechanical dishwasher. Be mindful of items more likely to be placed in a child's mouth, like play food, dishes, and utensils.
- Machine washable cloth toys should be used by one individual at a time or should not be used at all. These toys should be laundered before being used by another child.
- Set aside toys that need to be cleaned. Place in a dish pan with soapy water or put in a separate container marked for "soiled toys." Keep dish pan and water out of reach from children to prevent risk of drowning. Washing with soapy water is the ideal method for cleaning. Try to have enough toys so that the toys can be rotated through cleanings.
- Children's books, like other paper-based materials such as mail or envelopes, are not considered a high risk for transmission and do not need additional cleaning or disinfection procedures.

Clean and Disinfect Bedding

- Use bedding (sheets, pillows, blankets, sleeping bags) that can be washed. Keep each child's bedding separate, and consider storing in individually labeled bins, cubbies, or bags. Cots and mats should be labeled for each child. Bedding that touches a child's skin should be cleaned weekly or before use by another child.

Caring for Infants and Toddlers

Diapering

When diapering a child, wash your hands and wash the child's hands before you begin, and wear gloves. Follow safe diaper changing procedures.

Procedures should be posted in all diaper changing areas. Steps include:

- Prepare (includes putting on gloves)
- Clean the child
- Remove trash (soiled diaper and wipes)
- Replace diaper
- Wash child's hands
- Clean up diapering station
- Wash hands

After diapering, wash your hands (even if you were wearing gloves) and disinfect the diapering area with a fragrance-free bleach that is EPA-registered as a sanitizing or disinfecting solution. If other products are used for sanitizing or disinfecting, they should also be fragrance-free and EPA-registered. If the surface is dirty, it should be cleaned with detergent or soap and water prior to disinfection.

If reusable cloth diapers are used, they should not be rinsed or cleaned in the facility. The soiled cloth diaper and its contents (without emptying or rinsing) should be placed in a plastic bag or into a plastic-lined, hands-free covered diaper pail to give to parents/guardians or laundry service.

Washing, Feeding, or Holding a Child

It is important to comfort crying, sad, and/or anxious children, and they often need to be held. To the extent possible, when washing, feeding, or holding very young children: Child care providers can protect themselves by wearing an over-large button-down, long sleeved shirt and by wearing long hair up off the collar in a ponytail or other updo.

- Child care providers should wash their hands, neck, and anywhere touched by a child's secretions.
- Child care providers should change the child's clothes if secretions are on the child's clothes. They should change the button-down shirt, if there are secretions on it, and wash their hands again.
- Contaminated clothes should be placed in a plastic bag or washed in a washing machine.

- Children and their providers should have multiple changes of clothes on hand in the child care center or home-based child care.

Healthy Hand Hygiene Behavior

- All children, staff, and volunteers should engage in hand hygiene at the following times:
 - Arrival to the facility and after breaks
 - Before and after preparing food or drinks
 - Before and after eating or handling food, or feeding children
 - Before and after administering medication or medical ointment
 - Before and after diapering
 - After using the toilet or helping a child use the bathroom
 - After coming in contact with bodily fluid
 - After handling animals or cleaning up animal waste
 - After playing outdoors or in sand
 - After handling garbage
- Wash hands with soap and water for at least 20 seconds. If hands are not visibly dirty, alcohol-based hand sanitizers with at least 60% alcohol can be used if soap and water are not readily available.
- Assist children with handwashing.
- After assisting children with handwashing, staff should also wash their hands.
- Place posters describing handwashing steps near sinks. Developmentally appropriate posters in multiple languages are available from CDC.

Food Preparation and Meal Service

- Plate each child's meal to serve it so that multiple children are not using the same serving utensils.
- Food preparation should not be done by the same staff who diaper children.
- Sinks used for food preparation should not be used for any other purposes.
- Caregivers should ensure children wash hands prior to and immediately after eating.
- Caregivers should wash their hands before preparing food and after helping children to eat.

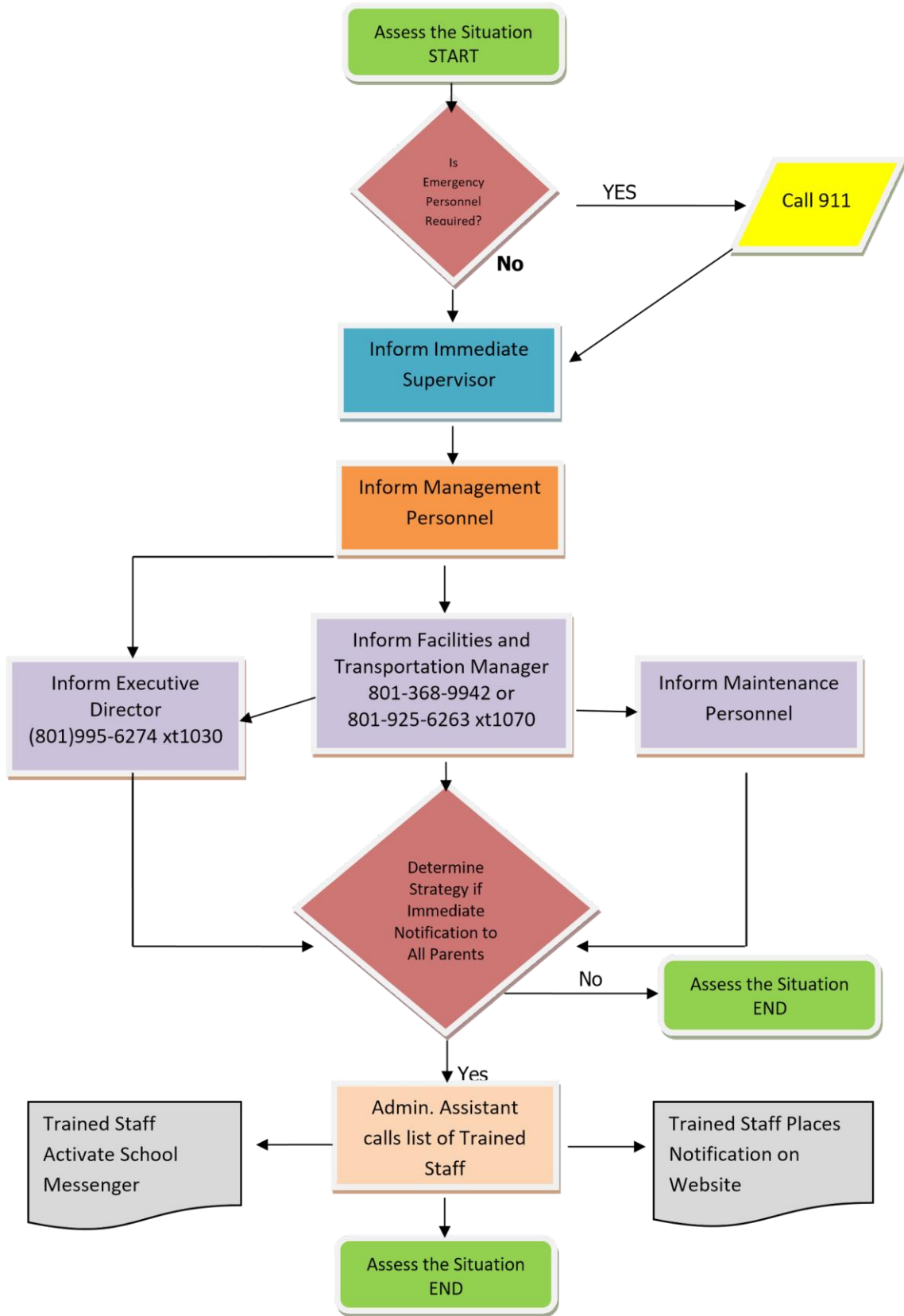
Facilities should follow all other applicable federal, state, and local regulations and guidance related to safe preparation of food.

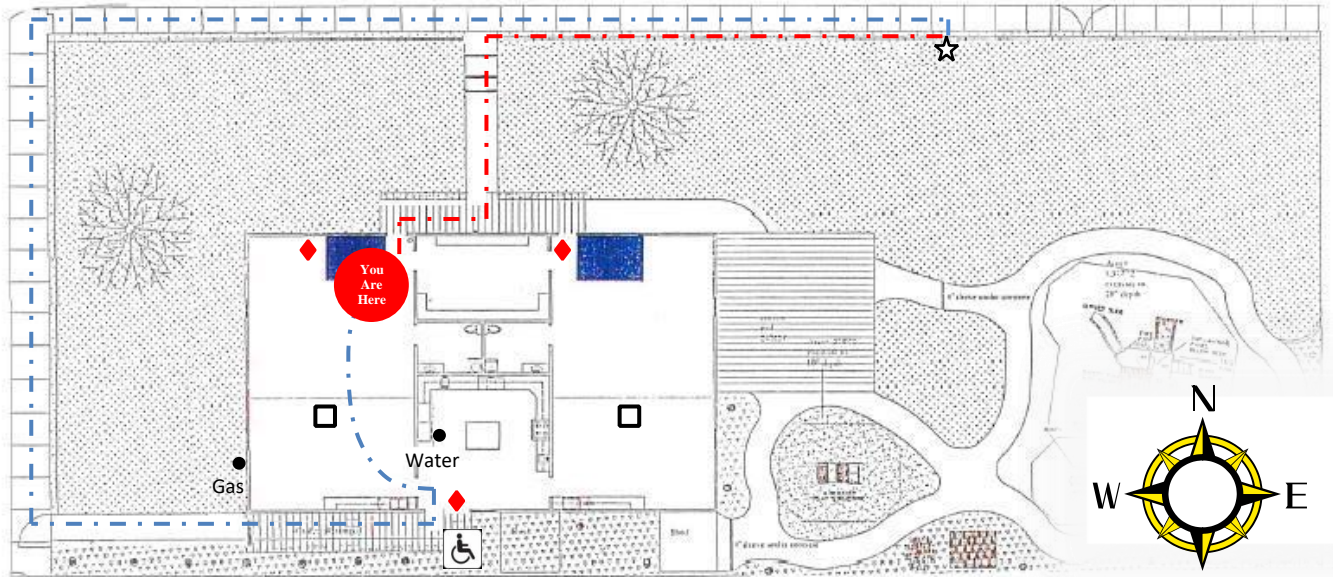
- If you have staff members or teachers age 65 or older, or with serious underlying health conditions, encourage them to talk to their healthcare provider to assess their risk and to determine if they should stay home. If you have children with underlying health conditions, talk to their

parents about their risk. Follow children's care plans for underlying health conditions such as an asthma action plan.

- If you have children with disabilities, talk to their parents about how their children can continue to receive the support they need.

Emergency Incident Reporting (Flow Chart)





See drawn escape routes for each location. Maps are specific for each site.

SAMPLE ABOVE SHOWS KEYS↑

◇ =	Fire extinguishers	☆ =	Meeting points
□ =	Designated rooms for sheltering	⊗ =	Location of NOAA radio
● =	Gas and water and electricity shutoff	⊠ =	Emergency/Medical Box
E =	Emergency Backpack		
-----	First Exit Route	-----	Second Exit Route

Evacuation Map Posting

■ **Maps of evacuation routes:**

- From each room, map out the shortest exit
- Show an alternate route in case the first is impassable
- Post a copy of this route on the walls in classroom at every exit
- Mark outside meeting points

■ **Evacuation floor plan should include:**

- Fire extinguishers – Indicate on the plan where all fire extinguishers are located (◇)
- Utility controls and shutoffs - Indicate on the plan where this is located (●)
- Designated rooms for sheltering - Indicate on the plan where room is located (□) Consider:
 - Interior room (s) with the fewest windows or vents
 - Adequate space for everyone to be able to sit comfortably

- Classrooms may be used if there are no windows that cannot be opened
- Make sure you have at least one telephone with the center's listed telephone number available in the room
- Indicate Exits with Wheelchair Access where applicable
- Indicate evacuation meeting points
- See drawn escape routes for each location. Maps are specific for each site

Secondary Evacuation Facilities

Secondary facility - if the Head Start facility is not safe to re-enter

Heber Center:

JR Smith Elementary School
235 East 500 North Heber, UT 84032

Principal: Ryan Brown
Phone: 435 654 2201

Lehi Center:

Meadow Elementary
176 South 500 West Lehi, UT 84043

Principal: Alisa Hart
Phone: 801 610 8713 xt750

Pleasant Grove Center:

Thorn Pest Solutions
484 W. 220 S. PG, UT 84062 Phone: 800-626-1156 Glo Beauty Studios/ AMZ
Importing Owner: Debbie Payne 470 W. 220 S. Suite 101/102, PG UT 84062
Phone: 801-701-0744

Owner: Thorn Pest Solutions

Aspen Center:

Aspen Elementary
945 West 2000 North Orem, UT 84057
8016108100 Ext.750

Principal: Mr. Freeman
Phone:

Orem Center:

Geneva Elementary
665 West 400 North Orem, UT 84057

Principal: Keith Conley
Phone: 8016108108
Ext.156-750

Provo Center:

Provo Towne Center Mall
1200 Towne Center Blvd Provo, UT 84601

Principal:
Phone:

Saratoga Springs:

Horizon School
682 West 210 North, Saratoga Springs, UT 4045

Principal:
Phone: 8016108728

Spanish Fork:

Landmark High School
600 South Main Street Spanish Fork, UT 84660

Principal: Lynn Mecham
Phone: 801 489 2833

Payson Center:

Wilson Elementary
590 West 500 South Payson, UT 84651
6060

Principal: Shawn Rawlings
Phone: 801 465

Nephi Center:

Juab School District Building

346 East 600 North Nephi, UT 84648

Superintendent:
Dr. Rick Robins
Phone: 435 623 1940

Grant School Center:

Emergency Disaster Back Pack (24-hour kit)

The Early Learning Essentials Administrative office has supplied every classroom with a 24-hour Emergency 'Back Pack' that contains essential supplies to sustain the staff and children if a disaster happens in the community. These back packs are stored in each classroom and are restocked yearly or as they expire. A few guidelines:

- Keep Back Pack in an area where you have easy access to it, in case of an emergency
- Back Pack must be taken with you every time you do an evacuation drill
- Two-way radio, battery operates with extra batteries (AAA)
- 20 - space blankets
- 7 - water bottles
- 1 - flash light with batteries or self-cranking flashlight
- Portable first aid kit
- Whistle
- Tools –wrench or pliers to turn off gas, duct tape
- Toilet paper
- NOAA weather radio with an alert function (3 AA)
- Moist towelettes
- Garbage bag
- Marking pens, paper, crayons
- 20 - Emergency Ponchos
- Nylon rope
- Non - Latex Gloves
- Hygiene Kits
- Hand warmers

Emergency/Medical box

- Medicine
- Radio
- Flashlight
- Epi Pen
- CPR Mask Instructions
- Emergency Phone numbers
- Gloves
- Lice Kits

Emergency Flip Charts

The emergency flip charts are a visual part of the emergency protocol to help teachers and children communicate. They are used when:

1. A staff member is on the phone and needs to signal another staff of an emergency situation or instruct them to start an emergency procedure.
2. To alert the staff of an emergency so they can be prepared and proceed quickly.
3. To alert staff and children to stay quiet if a hostage or shooting situation is detected.

	<p>4. Two sets of the flip charts are to be located in the classroom. One by the phone and one in the kitchen.</p>
--	--

EMERGENCY PHONE NUMBERS			
911 or 801-851-4100			
American Red Cross 1-801-373-8580	Poison Control 1- 800-222-1222	Questar Gas/Dominium Energy 1-800-767-1689	Electricity/Provo 1-801- 852-6000
Heber Police 1-435- 654-3040	“	“	Heber Power 1-435- 654-1581
Lehi Police 1801-768-7110	“	“	Lehi Power 1- 801-201-1000
Pleasant Grove Police 1-801-785- 3506	“	“	Rocky Mountain Power 1-888-221-7070
Orem Police 1- 801-229-7070	“	“	Rocky Mountain Power 1-888-221-7070
Provo Police 1-801-852-6210 Fire Department 1-801-852-6339	“	“	Provo Questar/Dominium Energy 1-801-853-7400
Spanish Fork Police 1-801-804-4700	“	“	Spanish Fork Power 1- 801-804-4450
Payson Police 1-801- 465--5240	“	“	Payson Power 1- 801-465-5270
Nephi Juab Police 1- 435-623-1626	“	“	Servicio Electrico de la Ciudad de Nephi 435-623-0276
HOSPITALS			
Hospital de Utah Valley 801-373-7850	Orem Community 801- 224-4080	American Fork 801- 855-3300	Primary Children's Medical Center 801-662-1000
Nephi – Central Valley Medical Center 435-623-3000	Heber Valley Hospital 435-654-2500	Payson Mountain View 801- 465-7000	
WEATHER			
National Weather Service	Road, Weather, and Traffic Information	Utah Snow Conditions	

1-801-524-5133	511* OR 1-866511-8824	511* Or 1-800-Ski-Utah (754-8824)	
TELEVISION STATIONS			
KSL Channel 5	KUTV Channel 2	KTVX Channel 4	KSTU Chanel 13
1-801-575-5555	1-801-839-1234	1-801-975-4444	1-801-536-1313
RADIO STATIONS			
KSL 1160 AM	KSFI 100.3 FM	KOSY 106.5 FM	KNSR 570 AM
1-901-575-5555	1-801-575-5555	1801-570-5679	1-801-908-1300
PORTABLE TOILETS		RAILROADS	
<p style="text-align: center;">"Almost Home" 801-794-3477 (W) or 801-798-8840 (H) 1817 S, Main, Spanish Fork</p> <p style="text-align: center;">"Anytime" 801-222-9237 (W) or 800-599-9237 (M) 1756 Sandhill Road, Orem</p>		<p style="text-align: center;">911</p> <p style="text-align: center;">Utah Railway</p> <p style="text-align: center;">Union Pacific Railway</p>	

Homeland Security Advisory System Recommendations for Schools

Level of Risk	Recommended Action
Severe (Red)	<ul style="list-style-type: none"> · · Complete all recommended actions at lower levels · Listen to radio and TV for current information and instructions · Be alert and immediately report suspicious activity to proper authorities · Close school if recommended to do so by appropriate authorities · 100% identification check (i.e. driver's license retained at front office) and escort anyone entering school other than students, staff and facility · Ensure School staff members are available for students and staff
High (Orange)	<ul style="list-style-type: none"> · · Complete all recommended actions at lower levels · Be alert and report suspicious activity to proper authorities · Review emergency procedures and supplies · Discuss children's fears using simple terminology · Prepare to handle inquiries from anxious parents and media
Elevated (Yellow)	<ul style="list-style-type: none"> · · Complete all recommended actions at lower levels · Be alert and report suspicious activity to proper authorities · Ensure all emergency supplies are stocked and ready
Guarded (Blue)	<ul style="list-style-type: none"> · · Complete all recommended actions at lower levels · Be alert and report suspicious activity to proper authorities · Provide safety training to staff and practice emergency drills pursuant to school emergency procedures · Review communication plan and update emergency contact information · Update emergency supplies and supplements as necessary
Low (Green)	<ul style="list-style-type: none"> · Develop school emergency plans per Head Start IM's or PIs · Ensure selected staff members are trained on First aid, CPR